

## Computing Skills Progression Map

	EYFS	Key Stage 1	Key Stage 2
National Curriculum	<ul style="list-style-type: none"> <li>- Children recognise that a range of technology is used in places such as homes and schools</li> <li>- They select and use technology for particular purposes</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>- create and debug simple programs</li> <li>- use logical reasoning to predict the behaviour of simple programs</li> <li>- use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>- recognise common uses of information technology beyond school</li> <li>- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>

# Coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> We are Painters (SOC) <b>Reflectiveness</b> – children learn to reflect on their work.</p> <p><b>Unit:</b> Programming toys (T) <b>Resilience</b> – children learn to make mistakes when working.</p> <p><b>Unit:</b> Programming with Scratch Jr (T) <b>Resilience</b> – children learn to make mistakes when working.</p> <p><b>Unit:</b> Word processing skills (T) <b>Readiness</b> – children learn basic word processing skills ready to apply across the curriculum.</p> <p><b>Unit:</b> We are TV Chefs (SOC) <b>Resourcefulness</b> – children learn to create a video</p>	<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> Presentation skills (T) <b>Readiness</b> – children learn basic powerpoint skills ready to apply across the curriculum.</p> <p><b>Unit:</b> Using the Internet (T) <b>Responsibility</b> – children learn to use the internet responsibly.</p> <p><b>Unit:</b> We are Astronauts (SOC) <b>Resilience</b> – children learn to make mistakes when working.</p> <p><b>Unit:</b> We are Photographers (SOC) <b>Reflectiveness</b> – children learn to reflect on their own work.</p> <p><b>Unit:</b> We are Detectives (SOC) <b>Responsibility</b> – children learn to be safe and sensible when sending emails.</p>	<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> Word Processing skills (T) <b>Readiness</b> – children learn further word processing skills ready to apply across the curriculum.</p> <p><b>Unit:</b> Presentation skills (T) <b>Readiness</b> – children learn further powerpoint skills ready to apply across the curriculum.</p> <p><b>Unit:</b> We are Programmers (SOC) <b>Resilience</b> – children learn to make mistakes when working.</p> <p><b>Unit:</b> We are bug fixers (SOC) <b>Reflectiveness</b> – children learn to identify mistakes and find ways to fix them.</p> <p><b>Unit:</b> We are Communicators (SOC) <b>Responsibility</b> – children learn to communicate with</p>	<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> Word processing skills (T) <b>Readiness</b> – children learn further word processing skills ready to apply across the curriculum.</p> <p><b>Unit:</b> We are Software designers (SOC) <b>Resilience</b> – children learn to make mistakes when working and attempt to fix them.</p> <p><b>Unit:</b> Animation (T) <b>Reflectiveness</b> – children learn to reflect on their own work.</p> <p><b>Unit:</b> We are toy designers (SOC) <b>Reflectiveness</b> – children learn to reflect on their own work and make improvements where needed.</p> <p><b>Unit:</b> We are Musicians (SOC)</p>	<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> Internet research and webpage design (T) <b>Responsibility</b> – children learn to find appropriate content for an intended audience.</p> <p><b>Unit:</b> We are Game Developers (SOC) <b>Resilience</b> – children learn to make mistakes when working and attempt to fix them.</p> <p><b>Unit:</b> Radio Station (T) <b>Reflectiveness</b> – children learn to reflect on their own work and make improvements where needed.</p> <p><b>Unit:</b> We are Artists (SOC) <b>Reflectiveness</b> – children learn to reflect on their own work and make improvements where needed.</p>	<p><b>Unit:</b> Online Safety (T) <b>Responsibility</b> – children learn to be responsible for their behaviour online.</p> <p><b>Unit:</b> Spreadsheets (T) <b>Readiness</b> – children learn basic spreadsheet skills ready to apply across the curriculum.</p> <p><b>Unit:</b> Film making (T) <b>Reflectiveness</b> – children learn to reflect on their own work and make improvements where needed.</p> <p><b>Unit:</b> Scratch: Animated Stories (T) <b>Resilience</b> – children learn to make mistakes when working and attempt to fix them.</p> <p><b>Unit:</b> We are Publishers (SOC) <b>Readiness</b> – children learn further publishing skills ready to apply across the curriculum.</p> <p><b>Unit:</b> Social networking</p>

				others safely and respectfully	<b>Reflectiveness</b> – children learn to reflect on their own work.	<b>Unit:</b> We are Bloggers (SOC) <b>Responsibility</b> – children learn to communicate with others safely and respectfully	<b>Responsibility</b> – children learn to communicate <sup>3</sup> with others on social media safely and respectfully.
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Programming</b>	<p><b>Programming Skills:</b> Complete a simple program on a computer</p> <p>Makes toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>Knowledge:</b> Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p><b>Programming Skills:</b> Create step-by-step instructions using pictures to start.</p> <p>Create a simple program to make a Beebot move one step at a time using the arrow buttons.</p> <p>Make a character move on Scratch Jr using the movement blocks.</p> <p>Create a short sequence of instructions on Scratch Jr using different blocks.</p> <p><b>Knowledge:</b> Understand what an algorithm is.</p> <p>Be able to follow simple algorithms.</p>	<p><b>Programming Skills:</b> Give and follow instructions involving the commands quarter turn, half tur, left, right and 90 degrees.</p> <p>Edit backgrounds and characters on Scratch</p> <p>Create an algorithm on Scratch using a number of different blocks.</p> <p>Use the green flag and repeat blocks on Scratch to control an algorithm.</p> <p><b>Knowledge:</b> Understand how simple algorithms work.</p> <p>Be able to create a more complex algorithm.</p>	<p><b>Programming Skills:</b> Create characters and backgrounds on Scratch.</p> <p>Create an algorithm on Scratch using a number of different blocks to make a character move.</p> <p>Add sound to the algorithm using the sound blocks.</p> <p><b>Knowledge:</b> Understand how an algorithm can be used to make a character move/speak.</p> <p>Be able to use a range of blocks on Scratch to create an effective algorithm.</p>	<p><b>Programming Skills:</b> Create an algorithm on Scratch which accomplishes a specific goal.</p> <p>Create an algorithm that includes selection blocks if/then/else.</p> <p>Create an algorithm that includes a repeat loop.</p> <p>Use these skills to create a game.</p> <p><b>Knowledge:</b> Know how to create more complex algorithms that involve selection.</p> <p>Be able to design and create a game.</p>	<p><b>Programming Skills:</b> Create an original character and backdrop for a game on Scratch.</p> <p>Create an algorithm that makes a character change their costume/appearance.</p> <p>Create an algorithm as a sequence of game instructions including sequence, selection, repetition and variables.</p> <p><b>Knowledge:</b> Know how to create more complex algorithms that involve sequence, selection, repetition and variables.</p>	<p><b>Programming Skills:</b> Create an algorithm that includes using broadcast and receive blocks.</p> <p>Create an algorithm that includes show and hide blocks.</p> <p>Use algorithms to add interactive features to a scene.</p> <p>Control smooth transitions between characters, scenes and audio.</p> <p><b>Knowledge:</b> Know how to create more complex algorithms that include all of the previous taught skills as well as the show/hide blocks and the broadcast and receive blocks.</p>

		Be able to create a simple algorithm.					
		<p><b>Debugging:</b></p> <p><b>Skills:</b> Fix a set of incorrect instructions for a Beebot.</p> <p>Check their own work for any mistakes in the algorithm.</p> <p><b>Knowledge:</b> Know when an algorithm does not work correctly.</p>	<p><b>Debugging:</b></p> <p><b>Skills:</b> Check their own work for any mistakes in the algorithm.</p> <p>Fix any mistakes in their own algorithm – begin with trial and error process.</p> <p><b>Knowledge:</b> Know when their own algorithm does not work correctly.</p> <p>Begin to find ways to correct any mistakes.</p>	<p><b>Debugging:</b></p> <p><b>Skills:</b> Check their own work for any mistakes in the algorithm.</p> <p>Fix any mistakes in their algorithm by changing the blocks they have used.</p> <p>Correct a pre-made algorithm.</p> <p>Begin to peer evaluate and spot errors in the algorithms of others.</p> <p><b>Knowledge:</b> Know when their own algorithm does not work correctly.</p> <p>Begin to find ways to correct any mistakes.</p> <p>Begin to be able to identify errors in the algorithms of others.</p>	<p><b>Debugging:</b></p> <p><b>Skills:</b> Spot any mistakes in an algorithm that includes selection (if/then/else).</p> <p>Test their games and identify any errors in the algorithm.</p> <p>Fix any errors in the algorithm before other's play their game.</p> <p><b>Knowledge:</b> Know when their algorithm does not work correctly for their game.</p> <p>Be able to fix any errors in their algorithm.</p>	<p><b>Debugging:</b></p> <p><b>Skills:</b> Test their game and be able to identify any errors in their algorithm.</p> <p>Test other's games and spot any mistakes in the algorithms – be able to give feedback.</p> <p>Fix any errors in the algorithms.</p> <p><b>Knowledge:</b> Know when their algorithm does not work correctly for their game.</p> <p>Be able to fix any errors in their algorithm.</p> <p>Be able to spot errors in the algorithms of other's and give feedback on the algorithms.</p>	<p><b>Debugging:</b></p> <p><b>Skills:</b> Analyse and deconstruct codes to identify their purpose and any errors.</p> <p>Use this information to be able to fix any errors or edit what the algorithm does.</p> <p><b>Knowledge:</b> Be able to decompose code into smaller parts and use this to identify any errors.</p>
	<b>Vocab:</b>	<b>Vocab:</b> Algorithm, sprite, program, Beebot, instructions, coding blocks,	<b>Vocab:</b> Algorithm, debug, program, sprite, background, repeat	<b>Vocab:</b> Algorithm, evaluate, blocks	<b>Vocab:</b> Algorithm, selection, repeat	<b>Vocab:</b> Algorithm, sequence, selection, repetition, variables, feedback	<b>Vocab:</b> Algorithm, interactive, deconstruct, broadcast, receive

	<b>Remember:</b> <i>A program is a set of instructions that makes something happen.</i>	<b>Remember:</b> <i>An algorithm is a set of instructions.</i>	<b>Remember:</b> <i>We can put an algorithm into a computer to make something happen.</i>	<b>Remember:</b> <i>Sometimes an algorithm goes wrong and we need to de-bug it and fix it.</i>	<b>Remember:</b> <i>It is easy to make a mistake in an algorithm. We need to check carefully, find it and fix it.</i>	<b>Remember:</b> <i>Computer games use complex algorithms and include selection, sequences, repetition and variables</i>	<b>Remember:</b> <i>We can deconstruct code into smaller parts and use the smaller parts to help find errors.</i>
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<b>Logical reasoning</b>	<b>Skills:</b> Knows that information can be retrieved from computers.	<b>Skills:</b> Predict what will happen when someone follows their recipe.  Be able to create a simple algorithm.  Check their own work for any mistakes in the algorithm.	<b>Skills:</b> Use logical reasoning to predict what their program will do.	<b>Skills:</b> Explain the connection between their storyboard and the scene they're animating.  Think logically to detect and correct errors in their program.  Use logical reasoning to explain how a simple algorithm works.	<b>Skills:</b> Use logical reasoning to explain how a simple algorithm works.  Use logical reasoning to detect and correct errors in algorithms and programs.	<b>Skills:</b> Detect errors in their game and correct them.  Use logical reasoning to detect and correct errors in algorithms and programs.	<b>Skills:</b> Use logical reasoning to explain how a simple algorithm works.  Consider how a computer calculates the best route for a journey
	<b>Vocab:</b> Information, computers.	<b>Vocab:</b> Predict, instructions, algorithm, mistakes, errors.	<b>Vocab:</b> Predict, algorithm, debug	<b>Vocab:</b> Connections, storyboard, animation, detect, errors, mistakes, algorithm.	<b>Vocab:</b> Detect, errors, mistakes, algorithm, debug, program.	<b>Vocab:</b> Detect, errors, mistakes, algorithm, debug, program.	<b>Vocab:</b> Detect, errors, mistakes, algorithm, debug, program, calculation.
	<b>Remember:</b> <i>Computers can help us find information.</i>	<b>Remember:</b> <i>Think carefully about how to an algorithm works.</i>	<b>Remember:</b> <i>Look at the algorithm and predict what it will make something do.</i>	<b>Remember:</b> <i>There needs to be connections in an algorithm to make it work.</i>	<b>Remember:</b> <i>If an algorithm does not work then there is an error in the program. Look carefully to find it.</i>	<b>Remember:</b> <i>An algorithm may not work correctly first time and that is ok. Keep checking and changing it until it does what you want.</i>	<b>Remember:</b> <i>Look carefully at the algorithm to explain to someone else how it works. If you can explain it to someone else then it shows you understand it.</i>

# Creating content

	<p><b>Microsoft Word Skills:</b> Turn on the computer.  Log the computer on.  Be able to open Word.  Type their name</p> <p><b>Knowledge:</b> Be able to turn the computers on and know how to find basic programmes.</p>	<p><b>Microsoft Word Skills:</b> Type with two hands.  Use the shift, space and enter keys correctly.  Use the undo and redo buttons.  Use the bold, italic and underline buttons for text.  Know how and where to save work.</p> <p><b>Knowledge:</b> Be able to use the basic features of word accurately with some independence.</p>	<p><b>Microsoft Word Skills:</b> Use the delete, backspace and arrow buttons to edit text.  Use the caps lock and shift buttons appropriately.</p> <p><b>Knowledge:</b> Be able to use the basic features of word accurately and independently.</p>	<p><b>Microsoft Word Skills:</b> Be able to select text in different ways.  Align text on the page.  Format the font of the text.  Inset images into a document.  Add a screenshot to a document.</p> <p><b>Knowledge:</b> Be able to use most of the features of word accurately with some independence.</p>	<p><b>Microsoft Word Skills:</b> Format images, including cropping.  Use the snipping tool.  Use bullet points and numbering effectively.  Insert and format text boxes.  Insert a table.  Use the spellchecker.</p> <p><b>Knowledge:</b> Be able to use most of the features of word accurately and independently.</p>	<p><b>Microsoft Word Skills:</b> Add a spelling to the dictionary.  Add or delete rows or columns to tables.  Create a hyperlink in a document.  Format the borders of a table and cells within tables.</p> <p><b>Knowledge:</b> Be able to use most of the features of word accurately and independently.</p>	
	<p><b>Remember:</b> <i>We can use Microsoft Word to type some of our writing.</i></p>	<p><b>Remember:</b> <i>We can change the way our work looks using the bold, italic and underline buttons.</i></p>	<p><b>Remember:</b> <i>We can edit our work using the delete and backspace buttons to make changes.</i></p>	<p><b>Remember:</b> <i>We can align the text on a page in different ways and add screenshots and images to a document.</i></p>	<p><b>Remember:</b> <i>We can crop images to just show the part we want and we can use numbers and bullet points to organise our work.</i></p>	<p><b>Remember:</b> <i>We can add hyperlinks to a document to make finding a web page easier and we can add and format tables to help present our work.</i></p>	

			<p><b>Microsoft Powerpoint Skills:</b>  Insert slides.    Add text to a slide.    Add an image to a slide.</p> <p><b>Knowledge:</b>  Be able to use the basic features of powerpoint accurately with some independence.</p>	<p><b>Microsoft Powerpoint Skills:</b>  Create a simple presentation.    Use slide transitions.    Insert audio files into a slide.</p> <p>Be able to create and run a simple presentation.</p> <p><b>Knowledge:</b>  Be able to use most of the features of powerpoint accurately with some independence</p>	<p><b>Microsoft Powerpoint Skills:</b>  Use animations to introduce objects to a slide.    Copy and organise slides as appropriate.</p> <p>Record audio and video files to add to slides.</p> <p><b>Knowledge:</b>  Be able to use most of the features of powerpoint accurately and independently.</p>		
			<p><b>Remember:</b>  <i>We use powerpoint to show other people information and can add text and images to pages.</i></p>	<p><b>Remember:</b>  <i>We can add transitions to slides to make our presentation more professional and we can add sound.</i></p>	<p><b>Remember:</b>  <i>We can use animations on our slide to make them more engaging and we can move the slides to organise the presentation.</i></p>		

							<p><b>Microsoft Excel Skills:</b> Enter text and numbers into a spreadsheet.</p> <p>Identify and refer to cells by row and column.</p> <p>Begin to enter formula using the SUM function.</p> <p>Be able to enter formula into cells.</p> <p>Use further functions including AVERAGE, MIN and MAX.</p> <p>Create graphs</p> <p><b>Knowledge:</b> Be able to use most of the features of excel accurately with some independence</p>
							<p><b>Remember:</b> <i>We us spreadsheets to organise data and can use formulas to cells to work out calculations.</i></p>

		<p><b>Skills:</b> Use a paint program to create an illustration.</p> <p>Edit an image.</p> <p>Make improvements to an image using paint software.</p> <p>Film video, keeping the camera still and steady.</p> <p>Import video to their computer.</p> <p>Join video clips together.</p> <p><b>Knowledge:</b> Be able to export a document in a portable format.</p> <p>Combine multiple images in a single document.</p>	<p><b>Skills:</b> Take focused, sharp, digital photographs.</p> <p>Apply adjustments and effects to photographs.</p> <p><b>Knowledge:</b> Crop and straighten digital images.</p>		<p><b>Skills:</b> Create a series of linked frames that can be played as a short animation.</p> <p>Insert images to create a stop-motion film.</p> <p>Edit and refine images in a stop-motion film clip.</p> <p><b>Knowledge:</b> Control and adjust a time slider to find a specific point in a film clip.</p>	<p><b>Skills:</b> Create a tessellating pattern.</p> <p>Create a pattern using overlapping shapes.</p> <p>Create a pattern using repeating, varied shapes using the tile cloner.</p> <p>Record and play their own sounds in recording software</p> <p>Import an existing sound file into recording software to play</p> <p>Choose appropriate software for sound recording</p> <p><b>Knowledge:</b> Create a computer-generated landscape.</p> <p>Plan and record a radio advert</p>	<p><b>Skills:</b> Use a digital camera to record.</p> <p>Import video files into video editing software.</p> <p>Arrange video files to form a complete video.</p> <p>Use collaborative software to create pages using text and images.</p> <p><b>Knowledge:</b> Speak clearly into the camera when being recorded.</p> <p>Plan additional elements for film-making such as location or props.</p>
		<p><b>Remember:</b> <i>We can use the computer to create or change a picture and we can put videos onto the computer.</i></p>	<p><b>Remember:</b> <i>We can use the computer to edit a photograph that we take.</i></p>		<p><b>Remember:</b> <i>We can put a series of images together and turn them into a film and edit them to make it flow.</i></p>	<p><b>Remember:</b> <i>We can use software to create pieces of music and record different sounds.</i></p>	<p><b>Remember:</b> <i>We can work with others using images and video to create a film and edit it appropriately.</i></p>

				<p><b>Skills:</b> Create an animated scene using Scratch.</p> <p><b>Knowledge:</b> Create their own sound and graphics for sprites and backdrop in Scratch.</p>	<p><b>Skills:</b> Create an educational game using Scratch.</p> <p>Develop an interactive game.</p> <p><b>Knowledge:</b> Make slight changes to an image using onion skinning, understanding the term.</p>	<p><b>Skills:</b> Create their own game using Scratch.</p> <p>Create music for their game.</p> <p><b>Knowledge:</b> Improve their game based on feedback they receive.</p>	<p><b>Skills:</b> Animate characters with movement and speech in a story scene.</p> <p>Create a sequence of story scenes with added audio.</p> <p><b>Knowledge:</b> Make a character visible or invisible at the correct time.</p>
				<p><b>Remember:</b> <i>We can use Scratch to create a simple animation.</i></p>	<p><b>Remember:</b> <i>We can use Scratch to make a simple game.</i></p>	<p><b>Remember:</b> <i>We can use the different features of Scratch to create a more complex game using repetition and variables.</i></p>	<p><b>Remember:</b> <i>We can use Scratch to animate characters and tell a story.</i></p>
	<p><b>Vocab:</b> Log in, type, keyboard, mousepad, click</p>	<p><b>Vocab:</b> Shift, space, enter, undo, redo, bold, italic, underline, font, save, improve, edit, import, export, join.</p>	<p><b>Vocab:</b> Delete, backspace, enter, arrows, caps lock, shift, slide, image, sharp, focus, adjust, effect, crop, straighten.</p>	<p><b>Vocab:</b> Align, format, insert, screenshot, transitions, audio, animate, sound, graphics, backdrop.</p>	<p><b>Vocab:</b> Format, cropping, snipping, bullet points, numbering, table, spellchecker, animations, video, interactive, clip, stop-motion, edit, refine, onion skinning.</p>	<p><b>Vocab:</b> Dictionary, column, row, hyperlink, format, borders, cell, image, sequence, repetition, pattern, overlap, clone, recording, import</p>	<p><b>Vocab:</b> Spreadsheet, row, column, formula, cell, function, video, edit, file, format, elements, location, audio, visible, invisible</p>

# Social communication

<p><b>Skills:</b> Begin to construct an email.</p> <p><b>Knowledge:</b> Understand why emails are a good way of communicating.</p>	<p><b>Skills:</b> Explain why it is important to type email addresses correctly.</p> <p>Read emails.</p> <p>Compose and respond to emails.</p> <p>Begin to consider who a website might be aimed at.</p> <p>Understand how to blog safely and responsibly.</p> <p><b>Knowledge:</b> Take appropriate action if concerned by the contents of an email.</p> <p>Choose websites appropriate for their age.</p> <p>Know how to log in and post blog comments.</p>	<p><b>Skills:</b> Identify positive and negative aspects of social communication.</p> <p>Identify different forms of online communication.</p> <p>Identify adverts online.</p> <p>Discuss the benefits and disadvantages email as a form of communication.</p> <p>Write a clear email.</p> <p>Use text and video for communication.</p> <p>Use email to work on a joint project.</p> <p><b>Knowledge:</b> Identify the differences between communication in real life and online.</p> <p>Know why an address and subject is important in an email.</p> <p>Know that email and video conferencing work via the internet.</p>	<p><b>Skills:</b> Explain how digital technology contributes to creating music</p> <p>Explain how digital technology contributes to distributing music</p> <p><b>Knowledge:</b></p>	<p><b>Skills:</b> Create a new webpage with a chosen layout and format text in the webpage.</p> <p>Learn how to share a webpage so it can be accessed by anyone.</p> <p>Write and comment on blog posts.</p> <p>Understand how to comment respectfully.</p> <p><b>Knowledge:</b> Select an audience for a webpage.</p> <p>Create appropriate content for the selected audience.</p>	<p><b>Skills:</b> Understand how to use social networking sites safely and responsibly.</p> <p>Understand the benefits and disadvantages of using social networking sites.</p> <p><b>Knowledge:</b> Be able to communicate with others respectfully online.</p>
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		<b>Vocab:</b> Email, compose, communicate	<b>Vocab:</b> Email, compose, respond, reply, website, blog, comment, post	<b>Vocab:</b> Positive, negative, communication, advert, advantages, disadvantages, subject, address.	<b>Vocab:</b> Digital, collaborate, contribute, create, distribute	<b>Vocab:</b> Webpage, layout, format, access, audience, respectful, content.	<b>Vocab:</b> Social network, post, timeline, blog, communicate, advantages, disadvantages, safety, respectful.
		<b>Remember:</b> <i>Emails are a quick and effective way to communicate.</i>	<b>Remember:</b> <i>Emails, blog posts and comments should always be kind and respectful.</i>	<b>Remember:</b> <i>Emails should be clear and concise. They have both advantages and disadvantages for using them.</i>	<b>Remember:</b> <i>Digital technology can help with a range of collaborative activities.</i>	<b>Remember:</b> <i>Webpages have an intended audience and the content should be appropriate for that audience.</i>	<b>Remember:</b> <i>Social networks are a popular way of communicating with others however we need to always post kind and respectful comments.</i>

<b>Using IT beyond school</b>	<b>Skills:</b> Recognise that a range of technology is used in places such as homes and schools	<b>Skills:</b> Make links between the online and offline world.	<b>Skills:</b> Review others' photographs, considering their technical merits.  Identify the two parts of an email address.		<b>Skills:</b> Explain what digital citizenship is.	<b>Skills:</b> Understand and explain bias and authority in webpages.	
	<b>Vocab:</b> Home, school, technology, internet, online.	<b>Vocab:</b> Online, offline	<b>Vocab:</b> Analyse, evaluate, technical, address		<b>Vocab:</b> Citizenship	<b>Vocab:</b> Bias, authority	
	<b>Remember:</b> <i>We can use technology for things at home and in school.</i>	<b>Remember:</b> <i>We can do things online that we cannot do offline and vice versa.</i>	<b>Remember:</b> <i>We can send an email to other people both at home and at school.</i>		<b>Remember:</b> <i>We know some ways to be a good digital citizen.</i>	<b>Remember:</b> <i>Sometimes people create a website to share their biased views with others which can influence our views.</i>	

# E-safety

<p><b>Skills:</b> Learn about the information that we can share online.</p> <p>Learn how to play games safely.</p> <p><b>Knowledge:</b> Know to ask an adult to use the internet.</p> <p>Know what to do if the something on the internet upsets them.</p>	<p><b>Skills:</b> Learn how to search safely for images online.</p> <p>Understand that images online belong to someone else.</p> <p>Understand what personal information is and which parts of it need to be kept safe.</p> <p><b>Knowledge:</b> Know what to do if they see something online that upsets them.</p> <p>Know what to do if they discover bad images online</p> <p>Know at least one adult that they can speak to if something online upsets them.</p>	<p><b>Skills:</b> Identify keywords needed to carry out an effective online search.</p> <p>Begin to identify possible dangers online.</p> <p>Identify unkind behaviour online.</p> <p><b>Knowledge:</b> Understand what a digital footprint it.</p> <p>Know when to speak to an adult about accessing a website online.</p> <p>Know what to do if someone is being unkind to them online.</p>	<p><b>Skills:</b> Recognise cyberbullying.</p> <p>Identify a safe person to tell if they encounter cyberbullying.</p> <p>Create a strong password.</p> <p>Identify when not to open emails.</p> <p><b>Knowledge:</b> Know that cyberbullying can take place across a range of devices.</p> <p>Understand what privacy settings are.</p> <p>Know how to safely send and receive emails.</p>	<p><b>Skills:</b> Define cyberbullying.</p> <p>Understand that different search terms give different results.</p> <p>Know what plagiarism is.</p> <p>Identify which information to keep private online.</p> <p>Tell someone else at least one way to stay safe online.</p> <p><b>Knowledge:</b> Know how to respond to a hurtful message or comment online.</p>	<p><b>Skills:</b> Identify spam email.</p> <p>Explain what to do with spam email.</p> <p>Explain the rules for creating a strong password.</p> <p>Create a strong password using a set of rules.</p> <p>Explain multiple ways to stay safe online.</p> <p>Identify unsafe online behaviour.</p> <p><b>Knowledge:</b> Know that not everything they see online is true.</p>	<p><b>Skills:</b> Say what bullying and cyberbullying are.</p> <p>Say how people should deal with cyberbullying.</p> <p>Identify warning signs that a website might not be secure.</p> <p>Explain what to do if asked or told something online which makes them uncomfortable</p> <p><b>Knowledge:</b> Explain some of the dangers of revealing personal information to an online someone else.</p>
<p><b>Vocab:</b> Friendly, unfriendly, safe, information, games</p>	<p><b>Vocab:</b> Images, search, personal information, safe</p>	<p><b>Vocab:</b> Effective search, dangers, online behaviour, digital footprint, websites</p>	<p><b>Vocab:</b> Cyberbullying, passwords, devices, settings, send and receive, emails</p>	<p><b>Vocab:</b> Cyberbullying, plagiarism, information, response</p>	<p><b>Vocab:</b> Spam, passwords, security, online behaviour, identity</p>	<p><b>Vocab:</b> Cyberbullying, not secure, personal information</p>

	<p><b>Remember:</b> <i>We must ask an adult before we use anything on the internet.</i></p>	<p><b>Remember:</b> <i>Our personal information should be kept private and if something upsets us we tell an adult.</i></p>	<p><b>Remember:</b> <i>Whatever we do online leaves a 'footprint' and we should not use the internet without speaking to an adult.</i></p>	<p><b>Remember:</b> <i>Passwords should be private and strong. We talk to an adult if someone is being unkind to us online.</i></p>	<p><b>Remember:</b> <i>Cyberbullying is wrong and we tell an adult if it happens.</i></p>	<p><b>Remember:</b> <i>Passwords should be strong and secure. Not everything we see online is true and we must speak to an adult if we are unsure.</i></p>	<p><b>Remember:</b> <i>We keep all of our personal information secure including addresses, the school we attend and date of birth. We speak to an adult if something we see online makes us uncomfortable.</i></p>
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